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The Editors Say:

It was James Russell Lowell who once reflected, somewhat haughtily, that a college is "a place where nothing practical is taught." For this once, at any rate, your JOURNAL brings you a number in which, while the practical is not excluded, much emphasis is laid upon things idealistic and perchance unattainable. Or if our ideals of today are reached, there will be new ones up ahead to keep us striving.

▼

Because a school is so largely determined by the person at its head, we have accorded the opening role in this *Ideal Schools Number* to an article on *The Ideal Principal.* Equally important is, of course, *The Ideal Teacher*, and he or she is dealt with next. Then comes *The Administration Behind the Ideal School.* "What Is a Good Textbook?" is another pertinent question that is taken up. The San Francisco meeting of the AASA has a bearing on all this and is next high-spotted by President Pillsbury himself. Papers on *The Ideal High School* and *The Ideal Elementary School* continue the major theme which is also carried along by our department editors.

▼

Since *Ideal School* need *Ideal Tools*, we specially invite your attention to the advertisements in this issue. They bring you many a suggestion that may greatly facilitate your school's progress toward its chosen objectives. Saying you saw it in THE JOURNAL OF EDUCATION makes a happy introduction to any advertiser or his representative. Incidentally, it helps your magazine whenever you let an advertiser know that you read and heed his messages in THE JOURNAL OF EDUCATION.

▼

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NEVER BEFORE

Was It So Necessary to Know Goods

AS TODAY

IN this upset world some common articles are being taken off the market and other things will have to be used. To take the place of materials going into the making of munitions and war equipment, manufacturers will be obliged to make many substitutions but how well these will answer their purpose remains to be seen. It is up to the consumer to be able to judge the new goods and to determine their real values.

Still again, with many salesmen and saleswomen going into the service and war work, there will be a sudden demand for new clerks with retail selling ability. These should not only know how to sell but they must also know goods. The two are indispensable.

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Editorials

The Need for Tighter Tongues

One way we can hasten victory is by learning immediately to keep our mouths shut regarding any matter of information we happen to possess which our foes might like to know. Nothing could be truer than the warning expressed in these two lines:

"A slip of the lip
May sink a ship."

Admittedly it is difficult for citizens of democratic countries to keep a secret. We Americans, for example, are not in the habit of talking in whispers to prevent our government from overhearing us. Nor is our government itself accustomed to doing things under cover and without discussion. The very freedom of speech, which we so rightly cherish, makes us an easy prey to enemy spies. How well the Nazis and the Nipponese know this and how fully they have taken advantage of it!

One of the most gratifying accomplishments of the recent conference at Rio de Janiero was the wholesale breaking up of spy systems operating in this hemisphere through Axis embassies and consulates. Spying will of course continue, but, with relations ruptured, it will have to operate without diplomatic immunities to cloak its every action.

Here in the United States some even of our most responsible officials are proving slow to learn the need of shrouding all military plans behind perpetual blackouts. Witness the blunder of Secretary Knox in disclosing the fact that our Navy Department rates Hitler rather than the Japanese as our number one enemy.

Especially dangerous is the practice some persons have of tossing out hints as to new schemes and devices that our strategists are working on. Why give our enemies ideas?

Suspension of Ethics

Our Jeannette Rankins, refusing to vote for war; our young theological students preferring prison to registry in the military draft; our plain citizens writing to the editor that Pearl Harbor was the sublimest opportunity in history for a nation to turn the other cheek—these individuals are not crazy. They are merely looking far into the future while most of us feel the necessity of living in the present even if we have to fight for the privilege.

It does no great harm—may do some good—for a handful of idealists to stand by their powderless guns even in a time like this. They remind all of us that war is a silly and a wicked business, that only justice and good will and the return of good for evil are the ultimate solution.

"But what if everybody acted as they do?" you ask. What do you mean by "everybody"? If everybody in this country or in all the United Nations were to lay down arms and take it on the run, the result would indeed be disastrous. But if everybody in all the lands were to act on principles of pacifism, these could be made to work. A course of action that works out well when universally applied must be ethical, beyond a doubt.

For the moment, however, and perhaps a moment that will last for years, we are working under a suspension of the rules that are universally and eternally ethical.

That suspension is necessary at this juncture of human affairs in order to preserve not only our homes and lives, but to keep open for the oncoming generations of men the opportunity to grow in the direction of fair dealing and a better understanding among peoples.

Turn your other cheek to an arrogant Japanese if you don't care what happens to your jaw! But do not deny that turning the other cheek is good psychology as between neighborly people. A day may come when it will work with the Japanese.

February's Third Emancipator

Not only Washington and Lincoln but still a third great emancipator was born in February. Born at Adams, Massachusetts, on February 15, 1820, Susan B. Anthony became a teacher—and, though she left the profession after fifteen years of classroom activity, she remained a teacher to the end of her life in 1906.

Miss Anthony had learned from visiting the homes of pupils that intemperance was inflicting intolerable abuses upon women and children; yet women were but chattels in the eyes of the law and could do nothing but submit. It was a man's world, plainly, and Miss Anthony set out with unquenchable faith and spiritual fire to win political and legal recognition for her sex.

Although she was by no means alone in leadership of the movement, her associates readily acknowledged Miss Anthony as captain of their cause and cohorts. Fittingly enough, the Nineteenth Amendment to the Constitution was adopted in 1920, the year that marked the one hundredth anniversary of Miss Anthony's birth.

Women of today simply take for granted the right not only to vote but to hold property, to speak in public meetings and in other respects to be treated as man's partner rather than his slave. But they are immeasurably indebted to persistent pioneers like Susan B. Anthony, who finally broke down men's resistance and won their cooperation in the name of justice.

All-Out Billions

Not so long ago, public speakers invented illustrations and comparisons to make clear to us the meaning of a billion dollars. They never quite succeeded in enabling us to visualize that enormous sum of money.

Yet billions are being asked for and appropriated in America's present war effort as freely as if they were but trifles.

Such outpouring of the national wealth and income is in large part necessary, without a doubt. But this all-out liberality calls for two important footnotes.

First, there should be an immediate tightening of every leak in this huge expenditure. Careless handling of the people's means and credit merely because billions are so easily voted, is a gross offense that should be severely dealt with, certainly not condoned and tolerated.

The second footnote is—that billions alone will be no guarantee of victory. Only the brains and brawn of a determined people with billions of dollars facilitating the process—will eventually turn the tide.

Remembering Pearl Harbor

Americans are certain to "Remember Pearl Harbor." But they will remember it two ways. They will remember it not only as the symbol of Japanese treachery but as perhaps the most striking example of ineffectiveness and failure in the history of our armed forces.

As a spur to enlistment and a slogan for our fighting men, "Remember Pearl Harbor" is already proving useful.

When, on the other hand, the citizen is urged to "Remember Pearl Harbor" as he purchases defense stamps or bonds—he may remember the wrong thing about that episode of December 7 and be correspondingly loath to part with his savings.

But there is a third sense in which Pearl Harbor will be remembered to good purpose. It will be remembered for the frankness of our government in giving out the tragic truth to the public—a courageous trusting of the people that could happen only in a democracy composed mainly of intelligent and self-restrained individuals. Nor will our military or naval authorities, from the President down, be likely to forget the lesson of unalertness and divided control that Pearl Harbor so emphatically taught.

War machinery inevitably grows rusty in the hands of a peace loving people. Burnishing off the rust has proceeded swiftly since Pearl Harbor.

Appointive Power

A member of the Boston School Committee, seeking to create three new positions in physical education and to fill them at once with candidates of his own choosing, has been blocked by the firm stand of Superintendent Arthur L. Gould, who insisted that the right to appoint to positions in the school department belongs to him and not to members of the committee. The city's legal adviser was consulted by Committee Chairman Clement A. Norton and confirmed the superintendent's belief in his right of appointment. This right, declared the corporation council, had been conferred by the School Committee itself—and the committee does not at this time intend to go back on its principles. Perhaps the publicity given to the affair by certain local newspapers deserves some credit for the committee's decision—for the three proposed appointees were political friends respectively of three committee members. Five members comprise the board.

A superintendent's appointive power, subject to confirmation or rejection of his appointees by the board, should be supported by statutory law in every State—not left to the option of local boards.

Only on such a basis of selection can the personnel of the schools be maintained at a professional level free from politics.

Linguistic Isolation

One of the things this war may teach us is the necessity for more Americans to learn to understand and speak other languages than English. Until now we have rather prided ourselves that the language employed in the United States and most of the British Empire was rapidly becoming universal. Why should we bother to learn other languages when it was so much easier to let foreigners learn ours?

The Japanese fishermen and barbers and tradesmen who spied on Pearl Harbor and Luzon and Malaya and a thousand other places in and around the Pacific, have had the advantage of two languages to their victims' one.

Half the reason why the efforts of the United States to achieve hemispheric solidarity have progressed so slowly, has arisen from the general neglect of our people to acquire a speaking knowledge of Spanish or Portuguese or to become familiar with the customs and cultures of our neighbors.

Isolationism in language ought soon to be recognized as just another phase of smugness that breeds only trouble.

Consideration of THE IDEAL SCHOOL in this issue begins with—

The Ideal Principal

By HAROLD G. THOMPSON
Director, Division of Examinations and Testing
New York State Department of Education, Albany

LIKE great poets, the ideal principal may be said to be born, not made. First he must possess all the native qualities of personality necessary to satisfy a keenly discriminating pupil group and an exacting public, and secondly all those acquired skills needed for the perfect performance of his duties.

Few principals meet both of the above specifications perfectly. They have good points and bad, elements of strength and of weakness, just like the overwhelming majority of us mortals. In short, they are just human beings, far above the average in education, ideals and character but not entitled to beatification or to a place on a pedestal. This is as it should be. For too many years educators were considered above and apart from the everyday world for which they were preparing their graduates. It is different now. Today's principal has his program geared to the needs of the community, state and nation, as well as to the needs, abilities and interests of the individual. Schools have come down to earth along with their "professors" and "schoolmarms". Ideals are no longer visionary academic goals. They are workable and are actually at work.

▼

Granted that the ideal principal is seldom encountered in absolute perfection, what are the qualities and attributes that such a principal should presumably possess? The answer must be largely subjective but it is based on supervisory visits to well over 100 schools annually for a period of some 15 years.

Personality comes first among the assets of an ideal principal. This term is so all-inclusive that, in the "pedaguese" of schools of education, it needs to be "delimited". It can best be defined in terms of what it has to accomplish rather than of what it is. Above everything else, pupils want a principal who is square and treats all alike, without fear or favor. They hate partiality and by the same token if they are guilty of an offense they expect to be penalized. They lose faith in the principal and in the rules if they are not required to pay the price of their wrong-doing. In every case of discipline, however, it is absolutely essential that the pupil first recognize his shortcomings before disciplinary action is taken. Time used in convincing a boy that "he has it coming to him" is always well spent.

The ideal principal has few disciplinary problems because social studies and social responsibilities really function in his school. They are not something outside of school that you merely talk about, they are something you do, in school, all the time, because it is *your* school, they are your rules; you know them and you're going to make them work. The principal we have in mind will not need to pry about the school to find the perpetrators of some offense. He will prevent the occurrence of wrongful acts by making his pupils feel that he trusts them.

▼

The ideal principal will be really interested in children, will learn as much as he can about each pupil and his family, will like sports and the things pupils like, and will look at the world about him through the rose-colored glasses of youth, interpreting it for his pupils in the light of his own richer experience. Thus, appreciating his pupils' interests, needs and points of view, he will be better able to guide them and possibly his guidance teachers as well. Guidance demands rich experience to supplement book-learning, if it is to be of optimum value.

▼

Too many principals are so concerned with the routine of administration and supervision that guidance becomes only a formal part of the curriculum. To guide pupils effectively is one of the great privileges of a principal. Guidance need not be confined to the pupil's schedule or toward meeting requirements for graduation or college entrance. It concerns itself with personal problems and conduct. It can include helping worthy pupils to obtain scholarships or even to borrow money if that is necessary. There are some public-spirited individuals in almost every community who are willing to finance in part a college education for needy but deserving pupils.

▼

A principal of the sort we are considering always presents a good appearance. His clothes are well-kept. In person he is well-groomed. He is poised, considerate, sincere, pleasant, frank and business-like. He looks you straight in the eye. He is absolutely honest and aboveboard. He possesses a keen sense of humor and is able to enjoy a joke on himself as well as on some one else. Without a sense of hu-

mor, he cannot be an outstanding success and the petty annoyances of running a school will soon sour his disposition and decrease his effectiveness.

▼

A school's dances, plays, sports events and extra-curricular activities will find an ideal principal present, not from duty merely but because he is really interested and enjoys them. Because of all the demands upon his time and energy, our principal must enjoy good health if he is to carry on.

▼

So far we have considered largely the native qualities which our ideal principal must have. It now behooves us to take thought of the acquired resources which supplement the personality already so fortunately endowed by nature.

Of paramount importance here is a sound and preferably liberal education that makes it possible for the principal to appreciate and thus to supervise effectively work in all the many phases of a modern program of studies. Included in this education should have been one field of study in which the principal has demonstrated his ability to do outstanding work. A principal who has not proved that he can teach at least one subject well is a poor prospect as a successful supervisor of the work of others in all subjects. Methods of teaching are a poor substitute for knowledge of the subject and the same caution applies to methods of administration and supervision without experience first as a subordinate!

▼

Actual teaching experience is a pre-requisite for the principal we have in mind. Incidentally, certain outstanding principals often teach a class themselves to keep their hands in and to appreciate better the problems of the teachers they supervise. Contact with pupils serves also to keep an administrator young and forces him to look forward toward the future rather than to look back too much at the past.

Our ideal principal, after a reasonable amount of actual teaching experience, has taken work toward a graduate degree, usually in the field of secondary education. This graduate work will be helpful to him to the extent that he has an apperceptive basis for studying the problems of teaching and administration. Experience in teaching summer courses for teachers brings back vividly to the mind of the writer the inspiration of classes containing at least a few members with sufficient experience to enable them to appreciate their problems and to make the reading assignments and discussions meaningful. Our principal, then, will have taught a reasonable time before undertaking graduate work and as a result will have found the courses much more meaningful and valuable. To make himself as competent as he wishes his teachers to be, he may well have taken some courses in his own field of interest and specialization, in addition to the courses he will have wanted to take in organization, administration, supervision of instruction, curriculum planning and the numerous other fields related to his work. Given this training, he is master of the technical problems he has to face.

The ideal principal knows how to supervise his teachers tactfully and to give them just the help they need. He holds them responsible for results but does not attempt to dictate minutely the means by which they achieve the results. He always tries to find something to praise before he utters a word of criticism, thus putting the teacher in a receptive mood for suggestions for improvement. He recognizes his teachers as individuals, understands them and therefore inspires them to their best efforts. He never criticizes a teacher in front of others, especially before pupils. He backs up his teachers to the limit and assumes the blame himself, if necessary, particularly if the difficulty is something he as principal should have foreseen and avoided.

The office records of the ideal principal serve his needs but he is not a slave to them. He will have a perpetual inventory of pupil progress and achievement in all its phases and an accurate record of all facts needed for proper school administration. These records, however, will not require such time-consuming detail that teachers resent them and even the principal loses sight of the forest in looking at the trees. Unnecessary detail in record keeping rises to plague many a highly trained principal, particularly if the burden falls upon teachers instead of clerks.

▼

The ideal principal is a good school-keeper because he has instilled in his pupils the same pride in a well kept school and its grounds that he possesses. The building may not be expensive or even very modern but it is clean. Books and supplies are as generous as available funds permit and our principal sees that they are appreciated and properly used. Desks and walls are not defaced because the pupils themselves will not tolerate it.

▼

Pupils who have an ideal principal will be jealous of the good name of their school and, like the Athenian boy, will do nothing to bring discredit upon its fair name. Even in going to and from school their conduct will be above reproach and the same will be true of athletic contests in which good sportsmanship takes precedence over winning.

▼

The principal of our ideal school will himself fulfil his obligations as a citizen by taking a proper share in activities for civic improvement. He will have a wide acquaintance with those who pay the school's bills and will be liked, admired and respected by them. He will be politic, but not a politician. He will be an outstanding example of what his boys should be when they graduate. In short, he will be the ideal for his boys

and girls and their parents—a sort of "superman".

▼

Most principals can't be supermen. A few approximate perfection. All, however, can set their faces toward the goal of exhibiting in large measure all those qualities of personality and of acquired knowledge and skill that go to make up an ideal principal. Scattergood Baines would probably say that theory guided by practical common sense and experience goes a long way toward success.

The Ideal Teacher

By HEROLD C. HUNT
Superintendent of Schools
Kansas City, Missouri

A SCHOOL is assuredly no better than its teachers and consequently one of the vital elements of the ideal school is a staff of ideal teachers. Recognizing this fact almost since that early date when teaching was first acknowledged as a profession, townspeople, boards of education and teacher training institutions have set up standards and goals toward which teacher must work, by the successful accomplishment of which teachers might be judged. As aims and objectives of education have changed; as philosophies have been stated and restated; as teaching methods and educational plans have emerged, developed and been accepted, so may we follow the changing portrait of the ideal teacher—that teacher who has best been able to interpret and "put across" the program of education in question. From the early "school marm" type, through the intervening varieties in all degrees of primness and lack of it, to the modern, vital, wholesome person who is more the companion, the partner, the adviser of the child than the exacting task-master who daily checks off his quota of accomplishment, however meaningful it may have been to the pupil, we find the concept of the good teacher ever changing with the ideals and aspirations of the educational program.

▼

Through this evolvement, however, through this kaleidoscope of educational patterns, it may be observed that certain qualities have always characterized the ideal teacher. There has without question always been a standard by which all could be judged; there must ever exist the master to which the copies may be compared. It is not an easy task, however, to set up the specifications for such a teacher in such manner that that teacher will fit and adequately serve every school and every educational program. There is nothing constant about schools, yet we recognize that the ideal teacher must be a constant force in determining the success of the program.

In spite of the difficulties of portrayal, however, countless attempts have been made to describe the ideal teacher. Attempts have been made to describe him in terms of his recognized accomplishment. Although the production of pupils with well integrated personalities and abilities is a definite evidence of successful teaching, yet the type and intelligence of the pupils in the first place has much to do with the measure of their success. In like manner have educational institutions attempted to define the ideal teacher in terms of the richness, variety and extent of preparation for the job. Boards of education, superintendents of schools and personnel directors have all set up requirements of training, experience and personal qualities, the limitations of which, they believe, will sift out applicants and bring only the more likely possibilities, approaching the ideal teacher type, to their staffs.

All of these efforts and sets of specifications, however, fail to define the ideal teacher in the realm of any constant connotation. They detail characteristics to fit a particular situation but they do not set forth a roster of traits that would classify a teacher as "ideal" in whatever situation he may be placed. How then may we draw together the qualities that will successfully paint the picture for which we are looking?

To enable us to describe this teacher who may be termed ideal in all categories, it seems feasible to turn to the one constant factor in the educational program—the pupils. Whatever the type of school, whatever the philosophy of the program, whatever the size, extent or location of the building, a school always has pupils to be educated. And these pupils represent a constant group throughout educational time. They are the one constant factor in the educational picture, the one constant object of educational attention. To them therefore may we well look for a characterization of the ideal teacher, for it is they who can always recognize what makes a teacher a good teacher or a poor one.

As an example of the keenness and insight with which pupils judge their teachers and, consciously or unconsciously, classify and rate them, let us consider the following incident which is recorded in the minutes of a meeting

of an "All-City Student Council." This council is composed of representatives of each of the buildings of a school system and meets once each month with the Superintendent of Schools for the purpose of conferring and advising with him concerning student problems. It is but typical of many such practical experiences in democracy that are today being offered to pupils in school systems throughout the nation. This type of activity is but characteristic of the dynamic education of our school constant. This particular student council to which we have reference, however, had embarked on an unusually constructive course of action and, in an effort to account for the successes and failures of its constituents, had delved into an analysis of teachers and teaching. Without motivation of any kind the group decided that it could best answer its own questions by enumerating the qualities of the ideal teacher. With little hesitation on the part of the membership, the characteristics were simply but effectively stated. The list, which may well serve as a self-appraisal medium for any teacher, reveals that in the eyes of the pupils the ideal teacher is one who:

1. Knows how to teach.
2. Makes the work interesting.
3. Knows the subject taught.
4. Enjoys his work and brings others to enjoy it.
5. Shows no partiality.
6. Is fair in every way.
7. Has a sense of humor.
8. Is neither too strict nor too lenient.
9. Is thorough.
10. Is patient.
11. Is not sarcastic.
12. Remembers his own school days and because of them better understands his pupils.
13. Is friendly both inside and outside of the classroom.
14. Takes an active interest in all school affairs and in the lives of his pupils.

Although not stated in pedagogical language, this list of qualities embodies the lofty ideals and sound philosophy, the impartation of which is the goal of every teachers college today. Touching every phase of a teacher's activity, from the basic principles which are the foundation of his teaching, through the mechanics of his profession, and on into the area of his interpretative ability and his public relations, these qualities ably characterize the ideal teacher, adequately describe the standards and goals of the profession.

From the mouths of babes, as it were, is the truth heard; from those he would serve does the ideal teacher receive his challenge.

The Administration

Behind the Ideal School

By MARY ELIZABETH O'CONNOR

THE chief administrative elements behind the Ideal School are the Principal, the Superintendent, and the School Board. Let's start in the middle.

It was a small city of forty thousand just outside the capital of the State. In fact is was mainly a bedroom for the metropolis; a bedroom of middle class people with a score of national backgrounds crowding out the original English still trying to hold the reins; a half dozen religions and two political parties. Just a nice smug New England place with all the provincialism of a small town and the conceit of a large city.

How proud that town was of its school system. "It is thoroughly democratic" said the town Gazette. The scholarly, fair American gentleman who had been its superintendent for twenty years had led it through many a storm in troubled and muddy waters and proved no feeble reed to lean on either. He prayed for courage and wisdom, prayed through his acts and was answered when he met the school board. He knew loyalty began at the top for as he said "There is always the element of fear farther down." He had the confidence of his teachers. They could always trust him to interpret their needs, their opinions and their desires fairly to both the school board and the public. He was friendly and fearless. No teacher in his system had been sold down the river for racial, religious or political reasons. He was a man you could rely on. He was an educator, too. He took "a course" now and then —even with his teachers when the Extension Service brought one to town. He went to educational meetings, national and state, and studied progressive movements. He never scoffed at anything because he did not know about it. He had a fine professional library which he read.

He was democratic. He believed in taking the principals and teachers in on the ground floor when it came to forming policies or making programs. Flexibility and creative opportunities were ideas that included all in his system. On the other hand he believed that the administrative group, including himself, must sit in with the experts and the classroom teacher on curriculum work. It could not all be left to the teachers.

The principal in this system knew his community. With the

help of pupils and teachers he surveyed it frequently. He knew the PTA and worked along with it. He gave leadership to his teaching groups, where creative thinking and free speech prevailed. The running of his building was a cooperative procedure in which all had a choice of parts and in which pupil and parent, as well as teacher, received consideration from elected committees. As a go-between he interpreted the policies of the administration to the teachers and pupils and the needs of the school back to the administration with a courage and fairness that won the confidence of both. Yes, he was kind, and was he a worker!

What a change has come about in the school board in this town! Ten years ago it had been divided on religious, racial and political lines and its procedure had been on a clique and trading basis. Local candidates not only got the vote but the order of preference rested on personal contacts rather than training or fitness. Now the committee numbers five instead of nine, and its members are men and women of intelligence representing a public that really wants good schools and is willing to pay for them.

How has this change come about?

Largely through education through the schools. The schools have publicized their needs, their hopes and their activities. They involved the people, individually and in groups constantly. The PTA has been one of the most important avenues of this public education program.

Through it the attitude of the people and the composition of the school board have been changed.

The key man in this change was the superintendent of schools, of course. He had the courage of truth, the only thing a wrong doer fears. He was sympathetic and tactful. He could condemn the action and save the actor. He realized that education in any case may be a long and continuous process and he focussed on the *continuous*. He never rested on his oars.

Where was this place? In my imagination? Partly. But I know so many places where so much of this is true and where only a little more courage. a little more strength and a little more wisdom on the part of the leaders is needed to make all of it a reality, that I have hopes of more spots of victory on the school front.

What Is a Good Textbook?

By LEWIS H. CHRISMAN
Professor of English Literature
West Virginia Wesleyan College
Buckhannon

BACK in the days when I was a school-boy with a more or less "shining face" attending a one-room country school, the teacher announced that instead of going over the contents of our reader for the third, fourth, or fifth time, we were about to take up a new subject called "literature". Some of us were appropriately thrilled. Although we did not know it, our capable teacher had been teaching us literature right along through our readers. Now, however, we were to have a brand new textbook. The teacher managed to arouse our curiosity regarding the innovation, and especially concerning the book which was to introduce us to it. As a result of her skilful propaganda, we eagerly awaited the book's appearance.

After some delay the books arrived. In spite of the fact that school-books in those days were at best rather drab-looking affairs, the physique of this one was exceptionally well-adapted to dampening our enthusiasm. It was a dull little brown affair very different from the streamlined schoolbooks of today with their glowing, sparkling color effects. But this was not the worst. It is hard to imagine how a duller conglomeration of material could have been put together. It must be admitted that it was not open to criticism on account of poverty of information. It was crammed with facts. They were there in gospel measure, pressed down, shaken together and running over. The compilers had been especially generous with dates. They most punctiliously informed us when the authors whom we studied were born and when they died, when they graduated from college, when they married, and when each of their works was published. Although the most important author and the most inconsequential received the same amount of space, the facts were there with a vengeance.

Yet I should not neglect to state that our course in literature was by no means a complete failure. Our teacher was unusually well-informed about American authors, and she managed to clothe the dry bones with life. Moreover, she had a contagious enthusiasm which communicated itself to some of us. She was handicapped, however, by a textbook which possessed no merit with the possible exception of accuracy. All through the years it has stood out in my mind as an excellent example of all that a textbook should *not* be.

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This brings before us the question as to what constitute the merits of a textbook. To start with, a book should be well-made, well-printed, and generally attractive. These do not in themselves make a

good book, but they are irreducible minimums. Furthermore, the book should be scholarly in the largest and most exact sense of the word. This means that the author should not be a novice in the field in which he writes. For example, just now textbooks in history, both high school and college, are giving some attention to the literatures of the countries studied. This is highly commendable, of course. Nothing, however, is gained by the inclusion of chapters on literature written by amateurs in that department of knowledge.

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But above all else any book used as a text should be pre-eminently teachable. If this virtue does not include all the others, it comes fairly near to doing so. A book that does not connect with the experiences of those for whom it is intended is a failure, no matter how many merits it may possess. Just yesterday there came to my desk a book published more than sixty years ago. It has so many excellences that I hate to use it as a horrible example. It was written by a great scholar for use in what would now be the high school period. Right there is the weakness. Essentially the work is by a scholar for scholars. In those days little emphasis was laid on the experience-curriculum idea. One of the marked trends in textbooks, especially in the past ten years, has been the stressing of this point. That it has resulted in better books there is not the slightest doubt. And good books make for good teaching.

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This principle of the adaptation of the contents of the book to the experience of the student applies from the elementary school up. Books used in college are to be measured by the same yardstick. The present-day publishers deserve an *A-plus* for what they are doing in this particular phase of book production. In examining a series of texts in English intended for classes from the fourth grade to the last year in high school, one gets the impression that every page of it compels the school-boy to apply what he learns to his everyday language. Twenty years ago at a county institute an elderly teacher, who was especially proud of his skill in diagramming, insisted that he be allowed to address his fellow-teachers on the teaching of grammar. Finally the county superintendent grudgingly granted him permission to speak for ten minutes. Another teacher of his own generation, who graciously took on himself to count the errors made by his colleague reported that there were seventy-nine of them. Even if this was an exaggeration on the part of the over-zealous critic, it was highly evident that a wide hiatus existed between the speaker's technical knowledge and the language which he spoke. The well-psychologized of to-day is written with the immediate needs of the student in mind.

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This is the application of a fundamental law of teaching to the preparation of books designed to aid in teaching. It has been wittily and sneeringly said that a teacher can never discuss any subject without going back two thousand years for a running start. Such a sneer is based on the idea that instead of beginning where the student is, the teacher digs far down into the foundations of the subject in order to begin at what he regards as the logical beginning. For example, if this method were used in a course in civics the work would be prefaced by lectures on various theories of government and a history of their development and other similar esoteric material. These methods, however, are fortunately now seldom used. Neither are they in evidence in textbooks.

This merit is illustrated in two recent books in the field. In O'Rourke's *Your Government: Today and Tomorrow* (D. C. Heath and Co.) Part One discusses "The Individual's Relation to Government" and the heading of the first chapter significantly reads, "Today's Problems and You". Edmonson and Dondineau's *Civics in* American Life (The Macmillan Co.) is another book which begins at home. The first chapter, "Why we Study Civics" takes up topics like "Civics and Your School Life", "How You Can Practice Citizenship in Your School", and "Civics and Your Responsibilities". Then comes Unit One dealing with "Our Community Life".

A high school text in biology is appropriately entitled *Every Day Biology* (Curtis, Caldwell and Sherman—Ginn and Company). Its first chapter is devoted to showing that biology is an important part of practically every aspect of modern life. The following are some of the examples educed to prove this thesis: "After a flooding river has covered farms and cities, the most important problems which arise have to do with biology. . . . The successful operation of great railroad, steamship, and airplane lines depends to a considerable extent on the application of biological knowledge. A football team can be successful only if its members know and obey certain laws of biology." As the reader of these sentences can readily see, the author begins by connecting the subject matter with the experience of the student.

No pedagogical principle is more important than this. Unless it is practiced no genuine results can be obtained. In the wide and expert utilization of it the authors and publishers of the school-books of today show an understanding of the real meaning of teaching. That the best textbook is the one which is the most outstandingly teachable is a fact not open to debate.

God grants liberty only to those who love it, and are always ready to defend it.
—Daniel Webster, 1849

Administrators Off to San Francisco

A forecast of the February Meeting of the American Association of School Administrators

By PRESIDENT W. HOWARD PILLSBURY
Superintendent of Schools
Schenectady, New York

THE seventy-second annual convention of the American Association of School Administrators will be held as planned at San Francisco February 21-26, 1942. Reaffirmation of the decision made last May to hold the annual meeting in the Bay City was made by the Executive Committee of the organization in Washington, D.C., January 4. In taking this action, the Committee feels that the school superintendents of the country should set an example of confidence in the ability of the American people to carry on. "We believe," says the Committee, "that in view of the information now at hand, any drastic change in the plans for the convention would have a most deleterious effect on the morale of educators, laymen, and children alike."

A further consideration of the Committee was the progress already made in organizing a program of more than three hundred meetings, suplemented by extensive exhibits. The general sessions will begin Sunday afternoon, February 22 with Vesper Services, one of which will be addressed by the Rev. Bruce Baxter, bishop of the Methodist Church for the Portland Area, who has selected for his topic *Prioritics for Educators.* The other Vesper session will hear Willis A. Sutton, superintendent of schools, Atlanta, Georgia, speak on the *Spiritual Values in Education.*

On Sunday evening a bow will be made to Western Hemisphere relationships in a concert of Pan-American music including songs of the Indian, French Canadian, Mexican, and Chilean peoples. The musicale will close with Chadwick's cantata "Land of Our Hearts," descriptive of patriotic sentiment in the United States.

Wartime objectives and conditions are reflected in nearly every program. The main convention begins with three addresses by outstanding speakers. George D. Strayer, Teachers College, Columbia University, will describe *The Contribution of Education to the Winning of the War*; Alexander J. Stoddard, superintendent of schools, Philadelphia, and chairman of the Educational Policies Commission, will describe *The Role of the Schools in the Present Emergency*; and Frederick M. Hunter, chancellor, State System of Higher Education, University of Oregon, will outline the elements of *Education for a Free People.*

In keeping with emphasis upon the American spirit in this crisis, the Oakland schools will present on Monday evening a patriotic revue with the title *Listen, Mr. Speaker!* This musical drama, a stirring story of America, was written by Jean Byers Medley, author of "On Our Way" first presented by the Educational Policies Commission at the St. Louis convention in 1940, and since produced in literally thousands of American communities and over radio networks to the entire nation. Music for the revue has been especially written by Muriel Olofson Ewing.

The role of education in maintaining and improving American morale in the face of whatever circumstances it may confront will be the principal consideration of many sessions. The story of morale building in Britain will be recounted by Sir Gerald Campbell, director general, British Information Services. The task of morale building that lies ahead for America will be discussed by Archibald MacLeish, librarian, Library of Congress. John W. Studebaker, United States Commissioner of Education, will suggest ways and means of contributing to national morale from our schools and colleges.

The Associated Exhibitors invite the members of the American Association of School Administrators and of the National Education Association as their guests on Tuesday evening at a program of entertainment which includes music and drama.

The current Yearbook of the American Association of School Administrators bears the title *Health in Schools.* It will be presented on Wednesday morning by John L. Bracken, superintendent of schools, Clayton, Missouri, chairman of the 1942 Yearbook Commission which has devoted more than two years to problems which have become increasingly important as the number of men found physically unfit for military service mounts. Ray Lyman Wilbur, physician-president of Stanford University, will speak to the specific point of *Health and National Defense.* Mrs. Willie Snow Ethridge, author, of Louisville, Kentucky, one of the most popular speakers on previous programs, will talk on *Health and the Home.*

A second Wednesday morning session of the convention will be directed by officials of the Columbia Broadcasting System who will present in colorful pageantry a broadcast of the *School of the Air of the Americas*, devoted to pirate days in the Caribbean with empha-

sis upon the islands of that Sea as guardians of national defense. The program, in accordance with the continuing plan of the *School of the Air of the Americas*, will be produced with a view to promoting goodwill among the nations of the Western Hemisphere.

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The Far East will have an important place on the program with China in the forefront. *China Today* is the topic of an address by Chih-Tsing Feng, consul-general of the Republic of China. The Chinese children of the San Francisco public schools will present a musical program. Walter H. Judd, outstanding authority on the Orient, will discuss *The Japanese Menace.*

As an aid to carrying forward the selective service program with greatest efficiency in respect to national needs and with the least disturbances to basic social institutions, Brigadier-General Lewis B. Hershey, director, Selective Service System, will address the educators on Thursday morning. The educational outlook in the light of the effects of war upon the schools will be discussed by Robert Gordon Sproul, president of University of California.

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The convention closes on Thursday afternoon with a symposium dedicated to *Youth Programs for a Free People*, of which A. L. Threlkeld, superintendent of schools, Montclair, N. J., is chairman. Extensive convention exhibits in the San Francisco Civic Auditorium will be of special interest to the school executives at this meeting as an aid to effective selection of school supplies.

One of the final ceremonies of the convention will be the presentation of the convention gavel to Homer W. Anderson, superintendent of schools, St. Louis, Missouri, who was elected president of the Administrators for 1942-43 by preferential, mail ballot of the organization January 10.

The Ideal High School—1

ITS LEADERSHIP

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

It pleases me to be asked to write about the Ideal High School. Nowadays we don't hear very much about "the ideal" in anything. People seem to think that it is presumptuous, or even hypocritical, to talk about that word. It has been replaced by "the consensus". Men seek to guide our steps aright by telling us what the majority think. The pages of history are full of the falsity of this idea. The chief cause of our present difficulties is found in the fact that we have lost sight of our ideals.

We all wander often and far from the path of right. If we want to get back again to that path and not become hopelessly lost in life's journey we must keep shining brightly before us lofty ideals. These must be our guiding stars.

Jesus is rightly called the Great Teacher. One reason for this is that he held constantly before his disciples the highest ideals. He told them to be perfect, to love their neighbors as themselves, and to love God with all their heart, might, mind, and strength. He knew that these poor peasants never could attain to such ideals but he believed that they would make their greatest possible progress by keeping in mind the conception of the perfect life.

To define the Ideal High School is difficult. It must have clear and sound objectives, an approved plant, a comprehensive and well balanced curriculum, and competent instructors. Besides, the spirit must be such that every teacher and every student are 100 per cent in individual and cooperative effort to use the plant and the curriculum for the attainment of the objectives.

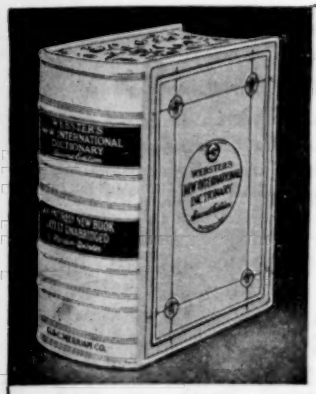
There is no occasion for any of us to get puffed up if we keep the ideal constantly before us. In fact we shall have to be on our guard against getting discouraged.

As I entered a school building I saw hanging on the wall a big motto—"Strive to excel." That really is not the worthiest ambition. Sometimes we can surpass those around us by a half-hearted effort; there is nothing laudable in that. It may not count greatly for us to win over our past record. Perhaps that record wasn't really very good or perhaps circumstances have changed in our favor. I don't think that the desideratum should be even to do our best; who is going to be the judge?

The great question in education as in other fields is "How do we measure up to the ideal?" Unless we keep the ideal constantly before us and press towards it unremittingly we never can fulfil our high mission.

In the light of what I have written it follows clearly what an ideal high school principal must be. He must be one whose leadership results in a steady progress towards the attainment of the ideal school.

It is foolish for us high school principals to find fault with conditions in our school and in our community, with our teachers, or with our students. It is really self-



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condemnation for us to do that. We would better ask ourselves "what is the trouble with our leadership?" An ideal principal would have an influence that would tend towards the correction of all difficulties connected with his school.

There are traits which principal and teachers alike must possess if they would be considered in any degree ideal. First of all they must be exemplary. They must be what they want their students to become. "Example is better than precept." This is an old maxim and it is the soundest pedagogy. We must be exemplary not merely in a restricted ethical sense but in the broadest way.

Sometimes, when a teacher sends a boy to my office with the complaint that he has been discourteous, I find that the teacher was discourteous first. It is hard to penalize a pupil when I know that the teacher began the trouble.

I saw a theme on the back of which a teacher had scrawled almost illegibly "Your penmanship is awful." I heard a study hall supervisor shout out the command "Be Quiet." A student once called my attention to the fact that I had stood and talked with a teacher in an undertone during an examination when the room was supposed to be perfectly still. Sometime I am going to suggest as a topic for a teachers' meeting—"What we teachers do that students shouldn't."

Experience has taught me that we teachers are apt to be most critical of our students when they show faults that are similar to our own. For instance, disorder about students' desks annoys me greatly but my own desk is usually in disarrangement.

A teacher who does not accept being exemplary as his primary obligation not only can never be considered in any sense ideal but he has no place in the school room.

We teachers, if we seek to be ideal, must love young people. If we don't enjoy their companionship, if we don't rejoice in their triumphs and sympathize with them in their problems, if we don't see in them more what they may become than what they now are, then we should seek some occupation outside the school room. What young people need most is a helpful friend; such in the truest sense is the ideal teacher.

In my long experience I have been associated with all kinds of teachers with all degrees of success. There never has been one who rose above mediocrity who did not love boys and girls. It is easy to tell which teachers are really fond of their students. Towards such the boys and girls have a reciprocal feeling. They crowd around the teachers' desks at recess, invite them to their parties, seek them for private talks about life's problems, and write long letters to them after graduation.

I have in mind a teacher who is one of the most conscientious

and capable men I know. He is master of his subject, he is unstinting in his efforts to do a good job in his classes. And yet he should seek some other line of work. He doesn't like young people and they don't like him. Nor do they understand each other. Between this teacher and his class there seems to be a barrier. I don't remember that I have ever seen this man walking with students down the street; he is always a little ahead of them or a little behind them. Such a teacher cannot put across his subject for he does not know the student's point of view. He cannot create in his classes that warm atmosphere in which the learning process thrives.

One of the questions which I ask students who come to me about the advisability of their becoming teachers is this: Are you fond of young people? If they reply in the affirmative, I ask them for proof. If they cannot convince me that they really love the young both as a group and individually, I suggest to them that they would better go into some other field.

The third essential for the ideal teacher is loyalty. Perhaps it is superfluous to say that loyalty to the country is paramount but this must be much more than a lip service. Patriotic living on the part of the teachers of supreme importance. This includes an active participation in public affairs at all times and now whole hearted effort in defense activities.

But loyalty is a broad word. It includes loyalty to our profession. We should be proud of the fact that we are engaged in the work that many of the noblest of history have followed, — Eliot, Wilson, Mann, Froebel, Socrates. I wish that some one would start a movement to popularize the word teacher as a title. I do not see why a man should not be called "Teacher Jones" if he is a teacher, just as he would be called "Doctor Jones" if he were a doctor.

Ideal teachers are loyal to the city in which they hold jobs. I think that a town which is good enough to work in is good enough to live in. When a teacher takes a position in a town he should center his life there.

There are several other kinds of loyalty—to superiors, to fellow-teachers, to students. I wish to say a word about the last. It always makes me cringe to hear a teacher criticise harshly a student. It is just as unethical for a teacher to talk freely about her pupils as it is for a doctor to tell everyone about his patients. It is the students' right to have teachers who they know will be loyal to them at all times.

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Let us educators talk more about ideals. Let us set up high ideals for ourselves and our schools, and let us strive towards those ideals continuously. This is the only way in which we can lift ourselves and our work above the commonplace.

The Ideal High School—2

ITS PURPOSES AND OPERATION

By ANSON W. BELDING

What is the ultimate purpose toward which the ideal high school will be striving?

How will such a school operate?

Suppose we assume the actual existence of the ideal high school, so that we may speak in the present tense and not in would-be's or in will be's.

The purpose of the ideal high school is to provide a planned environment for teen age young people in which each one shall develop to the utmost his capacity for intelligent, useful, happy and cooperative living.

This is a large order.

As we enter the doorway of our ideal school we discover at once an atmosphere of businesslike and purposeful endeavor. Lockstep discipline is nowhere in evidence. Self-discipline, however, is present in sufficient amount to keep the organization running smoothly. The only taboos are those that are necessary to prevent dissipation of time and energy or other interference with the educational job the school is doing.

Teachers and pupils are not vying with each other to see which comes out on top. Rather are they sharing experiences from which all may learn.

Throughout the school we find courtesy, enthusiasm for the day's adventures, encouragement of each individual, respect for personalities, backgrounds, endeavors.

Pupils with outstanding abilities are given scope for exercise of their talents. But pupils whose potentialities are less apparent are also given opportunities to exercise their powers.

Not only are democratic ideals upheld but democratic procedures are practiced to prepare pupils for the responsibilities of citizenship and to initiate them into the American way of life under an adult leadership that understands, interprets, guides, inspires.

Physically our ideal school is neither barnlike nor ornate. Its interior furnishings are in good taste. Here and there are homelike touches: pictures, plants, study nooks. Each room has its own characteristics. Everywhere are specimens the students have fabricated or collected. Books and laboratory equipment are plentifully supplied and well cared for —because respect for public pro-

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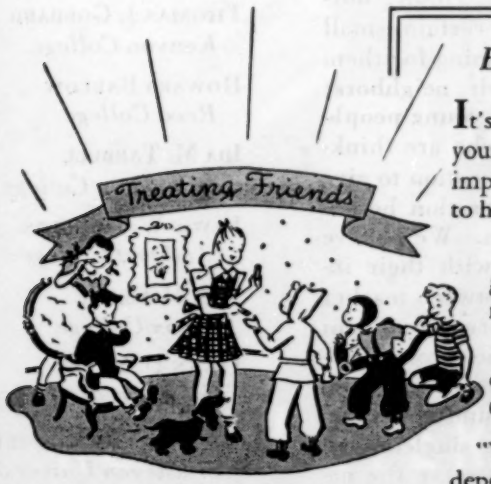

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perty and the principle of avoiding waste are basic in this school.

Here are scores and perhaps hundreds of boys and girls the sunrise in their hearts and faces, laughter and jest upon their lips, each striving toward the best ideal he or she is able to envision. Their personalities, their characters, their insights and their knowledges are expanding. What are they studying? What is the intellectual diet on which they feed?

This differs for different groups, according to aptitudes and preferences. But there is a good deal the pupils encounter in common. All are taught at least the fundamentals of the more important areas of knowledge. They meet physical science and mathematics, the language arts, the sciences of human relationship, music, some aspect of pictorial art. They learn to get on with one another. They are stimulated to observe accurately and to think independently and logically. They are encouraged to speak and write correctly and as effectively as possible for each.

Health and physical exercise in this school are passed around. The athletic program is extended to include virtually every pupil. Good sportsmanship in intramural or interschool games is even more esteemed than winning—and the coach is a member of the faculty and on a par with other teachers as to character and refinement.

There is guidance in this school. Guidance is not a program apart but is inherent in all that goes on within and around the school. Each pupil is educationally adjusted, and each, as early as possible, is led to select some practical economic outlet for his talents. The school cooperates with local business and industry toward proper occupational placement of its graduates. Pupils capable of further study and likely to enhance their usefulness to society by attending a university or technical school or a liberal arts college are encouraged to do so, and they find themselves amply prepared by the studies, contests and experiences of the ideal high school. Nor does the school lose track of its graduates or fail to show a lasting interest in their whereabouts and well-being.

While the ideal school does not exist, many schools that do exist approach it rather closely. And both the vision of an ideal school and the will to journey toward it are present in the minds of thousands of earnest teachers.

A Tribute to Small Colleges

IT WOULD be difficult to overemphasize the service rendered our country by its small colleges. Most of them were built in the very pattern of the nation, the first fruits of our freedom; they were born of the pioneer spirit, nursed by self-sacrifice and the dreams of idealists. Many of them have now grown into large universities and offer special and technical trainings in addition to the prescribed training of body, mind and spirit.

But some of the oldest of our colleges have never expanded into universities, holding instead to the old pattern, and striving to accomplish the one service that they have attempted since the beginning—to lay a sound educational foundation. Out of these colleges men go forth today to serve our free society in the best way a democracy can be served, by the trained intelligence of the individual citizen.

We who sign this tribute, ourselves graduates of certain small colleges, are not claiming for them superiority over their neighbors; but we are urging all young people now in our schools who are thinking about further education to give them careful consideration before they reach a decision. We believe that such colleges, with their intimacy of relation between teacher and student, and between student and student, with their concentration upon the business of providing a strong background of general education, with their singleness of purpose, continue to serve the nation in a very special fashion. We believe it is not the result of mere accident that any list of the men who have achieved distinction and rendered large service to our country includes a surprising percentage of graduates of the small colleges; or that a surprising number of the important experiments in higher education have been first tried out in their classrooms.

In signing this statement, we like to believe that we are paying tribute not only to those small colleges which we attended, but to all others of their type, scattered over the land and carrying on their work at a time in our nation's history when that work is most needed.

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What Is An Ideal Elementary School?

By FRANK M. RICH
Public School No. 2
Paterson, New Jersey

"WAR is hell!" said Sherman, but his hell was a tea-party compared with this one. This one upsets the vast complacency even of schoolmasters. What seemed ideal a couple of years ago, now, in the throes of a life-and-death struggle with fanatics, seems wistful, idyllic but inadequate.

Time was when one could point with pride to the most beautiful building in the neighborhood, landscaped with lawn and shrubbery in the front, and furnished with swings, slides and teeters behind, brightened throughout with copies of famous paintings and sculptures, provided with pianos, gramophones, picture machines, the best maps and textbooks in the world, moveable chairs and tables, aquaria, window-boxes, easels, good lighting, ventilation and sanitation, a library, gymnasium, shop, laboratory- kitchen, diet-kitchen and lunchroom; manned with a staff of college graduates, headed by a cultured master or doctor in education. One could say, "Here is an ideal elementary school! It maintains a high standard of scholarship, as shown by standard tests. Graduates are noted for their success in other institutions."

But now comes this war, framed by old devil Hitler and his zealots. Our refined young people have to submit to rigid physical examinations and prove their mettle under the austerities of camp life. Our older people have to choose between cannon and butter. Workmen cannot boost their own wages with a short picketing vacation. Industrial captains must divide their earnings 50-50 with Uncle Sam. Education is no longer measured in examination marks and semester hours, but in health, morale, mechanical skill and scientific ingenuity. Under these circumstances, what is an ideal elementary school?

It is still a school where the seven cardinal objectives formulated by the N.E.A. committee twenty-odd years ago constitute the valid goals of instruction—health, vocational skills, leisure, home-membership, school processes, character and citizenship. Now, however, we cannot offer the will for the deed. We must deliver. If Germany, for instance, can get 75% of her young men into fit physical condition for army service, Americans will not continue to be satisfied with the present 60%.

Ten percent of our draftees were rejected for correctable defects of vision. Not entirely, but largely, this is a school problem. Teachers in sight-saving classes have found ways to arrest practically all defects of vision, and even restore many bad cases to normality, by a modified school procedure. The ideal elementary school does not go on wasting children's eyesight by thoughtless assignments. It is cheap and easy for lazy teachers to fill up children's days and nights with wastebasketfuls of script, shelves of close-printed books and even hours of educational motion pictures, but the ideal school conserves vision, and at the same time improves instruction by replacing some of this close work by interesting construction assignments.

Continuing with health objectives, 10% of the draftees were rejected for correctable defects of teeth. This in spite of modern tooth-brush drills and school dentists and nurses. The ideal elementary school has an effective answer to this problem through access to more vitamin rays of the sun. The place for much of the physical training, manual arts, dramatics, even cookery and recitation is out-of-doors, in sun suits, with proper eye protection. The ideal home-work assignments are those that keep the students in the open. All this is easily arranged, once let inertia, prejudice and school tradition be overcome.

Turning to a trait where American youths excel, we find an extraordinary growth since the last war in mechanical skill and the ability to interpret printed directions. The apparent reason is that most of our boys have had access to at least one practical teacher—the automobile to repair and condition. The ideal school can take a hint from this and provide a wealth of vocational and quasi-vocational training through the "toybrary"—a loan library of diverse models, tools and apparatus for constructive home occupation.

Peace calls for aesthetic culture, but war demands morale. What kind of leisure activity, for instance, meets the test of an air raid? The best diversion, they say, is music and dancing. But run through the titles of a typical elementary song book and ask how you would like to mitigate an air raid, or bus ride, or party or anything else for that matter with such inconsequential musical twaddle. The ideal elementary school nowadays gives the children virile, satisfying songs and dances, with jolly instruments like the accordion, guitar, marimba and harmonica, along with easy methods within reach of the fourth quartile of musical talent. Eventually every child will have something to show for his school music in later life, if we can only get the old

guard in the music department to wake up and see daylight.

With family incomes suddenly cut in two by taxes, millions of earners away on war duty, any waste of money, time or materials becomes a gross immorality. How long can the country continue to pay the present 17 billion dollar-a-year tribute to crime and racketeering? How long can it keep the most active quarter of the nation in expensive academic non-production? The ideal elementary school now will do its share to further drastic economies of every sort. It cannot confine its products to paper construction — Hallowe'en masks, Thanksgiving pumpkins, Christmas chains, and Washington hatchets. It will find ways to produce and exchange real goods of monetary value—appealing and educational home-made toys, instruments, pets, plants, samples, models, recipes and the like in considerable quantity. It will work in close cooperation with Scouts, Red cross, 4-H and Achievement Bureaus. Pupils will cook their own lunches; make, mend and cleanse some of their garments, books, furniture and play apparatus. They will share some of the duties and responsibilities of teaching, nursing and entertaining themselves and younger associates, and have a better time doing so than they ever had as unproductive parasites.

All this may be disquieting to some of the sedentary, bookish educators who expected to find a genteel haven of sanctity from worldly responsibilities in school teaching. But as Sherman said, war is like that. Still there are compensations. After all, the world moves forward, education included. Once a teacher has really tasted the satisfaction and intelligence transmissible to childish minds by objective, practical, utilitarian production, he is never satisfied to return to the regimen of sedentary paper stuff, which has been the typical schoolroom fare for ages.

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"How Am I Doing?"

By EDMOND J. VACHON
Senior Master, Gould Academy
Bethel, Maine

AN IDEAL classroom situation is one where pupils and teacher work harmoniously and cooperatively toward well-defined and definitely established aims. School administrators realize that instruction under these conditions by a well prepared teacher reaches its highest efficiency through the creation of correct mental attitudes.

This wholesome classroom atmosphere is largely dependent on the teacher in charge who is the leader and guiding force for the developing minds; his or her influence may serve to arouse interest, to create a thirst for knowledge, or it may serve to dampen interests, create animosities and breed general discontent in the classroom and in the community.

Foremost among the assets of a successful teacher are the characteristics of a dynamic and magnetic personality which radiates joy and happiness, encourages imitation and development, and invites friendships through every radiation. High scholarship without attractive personality traits is no guarantee of success in any occupation and particularly in teaching.

We so often overlook the personality side, appearance and habits of ourselves and minimize its value as unimportant in our endeavors, but if we only had the power to see ourselves day by day as others see us, how quickly we would bring about certain changes in our personal appearance and habits and thereby remove causes of friction that impede our progress. Unfortunately, most of us never find out our faults and failings of personality. These appear so minutely unimportant to ourselves as to make us unaware of their presence, and we never think of asking our friends what they are because we realize that few would have the courage to tell us.

During the past ten years I have administered a questionnaire to 318 high school boys and girls of the junior and senior classes in order to determine what they considered to be the desirable personality traits of their superior teachers.

The most frequently mentioned and by far the most outstanding characteristic of the superior teacher, according to these high school boys and girls, is *cheerfulness.* The following are excerpts taken from some of their statements:

1. "It seems queer that my favorite teacher should teach the subject that I dislike the most, but he did, nevertheless. The minute we students walked into his room, we noticed that the atmosphere was much pleasanter than in most of the other rooms, for this teacher was always cheerful and received us with a smile. He always kept order and discipline, but we didn't get bored or uneasy. We were not afraid to laugh if something was funny, even if the joke was on him. We always enjoyed his classes because we could be natural and we learned more than we did in any other class."
2. "The teacher's cheerfulness projects a 'glad to be alive' atmosphere to a whole class of pupils. The element of fear is absent and the pupil is not afraid of being rebuked if he asks a question on a point which he has not clearly understood. My superior teacher was one who was always cheerful and friendly both in and out of school. None of the pupils was afraid to confide in her and ask her advice on problems of life as well as the problems of the class-room. A flare-up of temper at a question asked in good faith offers no encouragement for asking another and widens the gap of understanding between pupils and teacher.'

It is interesting to note that the pupils were very much impressed with the teachers whose cheerfulness and interests projected out of the classroom and into the outside activities. One senior girl writes, "One reason why we like one of our teachers is that no matter where he meets us, he never fails to greet us with a smile and a few words. He is just human and is interested in everything that we do."

Of the 318 pupils who contributed to this study, 161 listed the personality trait of *cheerfulness* as the most magnetic and helpful characteristic of their superior teachers. Of these 161, 91 were girls and 70 boys, which may be an indication that girls are more sensitive to this trait than boys. Other personality traits of the superior teacher, not as frequently mentioned but regarded as highly important by the pupils, follow:

	Number of times mentioned		
Personality trait	*Girls*	*Boys*	*Total*
Sympathetic understanding	51	38	89
Fairness, no favorites	46	30	76
Helpful attitude	42	29	71
Sociable	34	31	65
Kind	32	32	64
Neat and well dressed	33	15	48
Patient	27	14	41
Personal interest in student	25	9	34
Broadminded	12	21	33
Intelligent	9	18	27
Courteous	15	7	22
Clear and pleasing voice	8	10	18
Conscientious	6	10	16
Up-to-date in clothes and thought	8	7	15
Broad in background	7	7	14

In closing, the point herein advanced may be well summarized by quoting from the statements of a senior boy:

"A man's personality and character is his ticket to a successful career. What you are and what you will be depends on the impression that you make on others. Success or failure is dependent on your ability to put yourself across, no matter what walk of life you enter.

I relate to you one of my most interesting experiences with a teacher. He had the true qualifications of a successful man. When I first met him I was impressed with his fine personal

qualities and his sense of high ideals. He was well educated and had a broad knowledge of his subject.

However, it was this teacher's personailty traits that made him a fine instructor and a personal friend of everyone. Without his personality, he would have been at a disadvantage at achieving successfully his goal in life."

What is true of the teacher and his work is also true of all persons in all fields of endeavor. Work done cheerfully in a harmonious and pleasant relation with our fellow-men is the latchkey to bigger and better things. Personality counts.

Remedial Reading in Seattle

By JO HODGES
Public Schools, Seattle, Washington

SEATTLE'S remedial reading program had its beginnings more than a dozen years ago when examiners in the Child Guidance Department attempted to do something for the increasing number of children who were referred for study and who, the studies showed, were normal mentally but were very retarded in reading for their mental ages.

Then followed a series of experiments in the endeavor to give special instruction to groups of children who evidenced serious difficulty in learning to read. The earlier classes were held at the department. At present there are four remedial reading classes of fifteen pupils each. Three of these are in reading centers, pupils transferring to the school where the special reading instruction is given so that it can be fitted into their programs. Pupils in the fourth group are served in their home schools by a traveling teacher.

The remedial reading teachers have been chosen for their success in the guidance of individual pupils as well as for their ability as reading instructors.

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Each pupil selected for remedial reading instruction must (a) have normal intelligence or more; (b) retarded in reading for his grade placement and for his mental age; (c) have a doctor's statement that no physical condition, no defect of sight or hearing, exists which would make class attendance inadvisable; (d) have the willing consent of his parents to attend the class; and (e) understand that he is to stay in the class until discharged by the Child Guidance Department.

Instruction in the remedial classes has for its goal the better adjustment of the pupil through reading improvement. It goes without saying that other things than reading need attention. Many of the pupils who attend these classes are so-called "behavior cases." Many suffer from unfair comparison of themselves with other children who learn to read easily. Many of them have built up adverse attitudes toward any reading situation and, on the surface, appear indifferent, if not actually antagonistic, to other school activities.

Most of the pupils entering the remedial reading classes are very discouraged and often disinterested. Instruction is, for the most part, individualized at first to avoid embarrassment. Help is given on the basis of each child's specific difficulties as shown in the diagnostic reading test results. Materials for pleasure reading and for needed practice are provided on the level of a pupil's ability and he is directed in reading thoughtfully and in developing habits of working independently.

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It is said that good readers differ from poor readers chiefly in that they recognize many more words at sight. Needless to say, most children come to the remedial reading classes with a meager sight vocabulary. Early emphasis, therefore, is placed upon helping the individual pupil develop effective ways of perceiving and remembering the common words encountered in his reading. The seeing and saying of a word is not sufficient to ensure ready recall for some pupils. Kinaesthetic aids, such as writing or tracing, often prove helpful in such cases. Such activities help in the development of quick word-recognition and lay the foundation for other word abilities, namely, word analysis of unfamiliar words.

While the development of reading skills utilizes the major time of remedial instruction, the development of interest in reading is not neglected. In the remedial classroom will be found new and attractive story books on suitable levels for all. There also will be found typed copies of the children's own compositions to be read.

Perhaps the most noteworthy outcome of the remedial reading class work is the development of children's confidence in their own ability as they recapture their self-respect in relation to reading.

In addition to the classes, the remedial reading program of the Child Guidance Department includes advisory service to classroom teachers, and follow-up of pupils making low scores in the 1A reading survey. The advisory service to teachers of pupils newly studied for reading difficulties is provided by two full-time assistants. Each has had teaching experience in various elementary grades and has participated in the professional training of teachers.

When a child has been given diagnostic reading tests at the

Child Guidance Clinic, the pupil's responses are analyzed carefully and the specific types of difficulties noted. An appointment is then made for a visit to the school, where an introductory lesson is given the pupil, usually in the presence of the child's teacher, often the principal, and sometimes the parent. The demonstration is usually followed by a conference with the teacher to discuss problems or suggested procedures for both pupil and teacher.—*Seattle Educational Bulletin.*

Schools Must Not Be a War Casualty

By EMMA REINHARDT
Eastern Illinois State Teachers College
Charleston, Illinois

IN TIME of war the maintenance of high educational standards demands eternal vigilance. The tremendous increase in taxes due to the cost of armament has already brought proposals to reduce school budgets and standards of education.

Even before the attack upon Pearl Harbor the Citizens' Emergency Committee on Nondefense Expenditures was waging a campaign for their "For Defense Today—For Hope Tomorrow." One of the statements in their pamphlet, "America Needs Your Voice," follows:

"Federal taxes naturally take precedence and constitute a first lien upon the income of all citizens and all business. Not only are the sources of additional revenue for these 175,000 governmental agencies greatly restricted by these tremendously expanded federal taxes, but it may be increasingly difficult to finance existing public services of various kinds, such as schools, parks, and play-grounds, child welfare, health protection, and so forth. These may be found to be luxuries which the ordinary community can no longer afford."

This is indeed an appalling statement. It shows lack of understanding of the necessity of education in a country where "the measures of government receive their impressions so immediately from the sense of the community as in ours." The early founders of the republic were keenly aware of the need for education in a democracy.

". . . Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives." How unfortunate to refer to education as a *luxury* which the ordinary community can no longer afford!

As teachers we are in a strategic position to make a distinctive contribution to national defense by focusing attention on problems of education and by assisting persons in places of leadership in solving them. Our professional expertness should be used along these lines just as the training and skill of nurses, physicians, industrialists, and military leaders are used in other areas. We must interest all citizens in winning the battle for strong schools.

The increased services of schools during war call for additional support rather than withdrawal of support. Among the urgent tasks at the moment are expansion in technical and vocational education, increased emphasis on health and physical education, broadening of pupil guidance programs, and extension of educational opportunities to persons past compulsory school age.

Less apparent, but most essential, are the demands that grow out of our faith in schools as the arsenal of morale. We expect education to increase confidence in our way of life and to promote vigorous efforts to defend it. Not only are schools asked to outline educational measures for developing civilian morale but they are also called upon to sponsor recreational programs for adults. Anemic school budgets are not conducive to vigorous morale building.

During the first World War and afterward education suffered drastically. Some of the results are beginning to show up in the large number of men rejected for military service because of illiteracy and physical disability.

Other effects of the neglect of our schools appeared during the depression. We find convincing arguments against cutting school budgets in Willis Sutton's *Education—the Mainstay of Business*, published by the National Education Association. He supports the thesis that "Education is the basis of genuine production of wealth. The cultural level of the masses is the foundation of good business." Let us heed Mr. Sutton's advice to teach business this simple lesson: "We are not trying to deprive business of the money it pays in taxes. We are building a thing that will be the cornerstone of bigger and better business."

We have committed ourselves to an all-out effort to win the war. We must also pledge ourselves to an all-out effort to keep alive the things we value so much that we are fighting to preserve them. If we permit education to become a war casualty we shall lose the war even though our armed forces are victorious on every front. In the long run democracy depends upon an educated citizenry. To the thirty million pupils of today will fall many of the tasks of postwar reconstruction. The fate of democracy rests eventually in their hands. Our schools are still our first line of defense. They must not be a war casualty.

THE BEGINNING TEACHER

By RUTH C. FREY
Ottawa, Ohio

Looking Toward The Ideal School

May we hope, beginners, that your "dream" school is somewhat like this? In it each child retains that drive which makes the baby keep at the task until he meets with success. In it each child holds for eternity that curiosity which reveals itself in the constant "why" of the older infant. In it each accomplishment is heralded by shouts of glee.

You teach in it because you love teaching and truly understand children. You see yourself satisfying and again stimulating that natural curiosity. You respect absolutely the personality of each pupil. You guide each one through his difficulties, exercising all the while a wise restraint both on yourself and on him. You are never complacent.

Moreover, this school is so bulwarked by thoughtful and devout administration that the resultant soul-satisfying achievements can be presented proudly before the tribunal where "only the Master shall praise."

School Tradition

Sometimes young teachers are a wee bit afraid that their freedom may be hedged around if they accede to the traditions of the school in which they find themselves. Be sane enough to evaluate those traditions before you turn thumbs down upon them. And don't be too sure those ideas you call old-fashioned really are. The marks of the great schools have been evidenced in generation after generation. Has it hurt that group to cling to earlier usage?

It's a Full-time Job

Your teaching pays you well enough today so that you need not sell insurance, peddle books, take tutoring jobs, etc. on the side, I hope. I'm not suggesting that you stifle your ambition. I am simply telling you again that teaching well-done challenges your entire time, your complete supply of energy, and your full judgment. You can scarcely afford to dissipate any of these on accessory jobs. Teaching is a profession. Doctors, lawyers, ministers do not try to do more than their professional duties; nor do they advertise to the world that they are unable to live on the income earned within their professions. Why, then, should we?

Food Miracle

Would you ever believe that anything so simple as a hot lunch at noon would change a dull, uninteresting teacher into a really child-stimulating person? It's like exercise; it keeps the machine in good running order and consequently the teacher can teach.

Get Your Exercise

No machine is built to endure steady work unless it is cared for. Your work is exacting. It takes from you in all lines and offers you little in return except the opportunity to get out into the open while it is still light. Avail yourself of that sunlight and open air daily. Walk, if you can do nothing more. Plan your coming from and going to school so that you get twenty minutes of fresh-air exercise in the morning with thirty or more minutes to add to it in the afternoon. I know you can get your bus on the near corner, but don't do it. Walk a half hour and then pick it up or get off a half-hour's distance from home so that you may know that, from the angle of alertness, you've given yourself a chance daily. The reward will be worth the effort.

Of course, this hour may deprive you of a bridge game or a dance or a movie. Those are important in their place, but they are not of daily importance. This open air exercise is. Don't sell your birthright for a mess of pottage and then bewail your fate.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

My "Dream" School

Do you ever dream—of wealth, power, an ideal world? Well, sometimes I do—yes of these, and of the devils of the night for good measure—and sometimes, as a special dispensation of an ideal school.

What is my vision of an ideal school? Just a combination of perfections—all nicely harmonized.

The teacher we all want—and too frequently cannot get—is alert, youthful in spirit, buoyant, a lover of children; he is courteous, fair, calm, honorable; he understands his subject areas, human nature, the world with its balmy sunshine and deadening cold; he is adept in creating in every child a desire to study, to understand, to serve.

Not long ago I rode a city bus with some high school students. They were discussing the principal and teachers—always a fertile field for younglings the world over. One told of a classmate who was absent two or three blizzardy days because of a malignant bronichial difficulty. When she returned the teacher read her excuse and remarked, "I suppose your chest hurt just terribly—How can you pass when you are absent days we have tests?" From another member of

the group came, "A swift kick in the pants helps a lot sometimes." It is regrettable that any pupil ever has to feel this way regarding his teacher. Instructors upon all occasions should merit respect; they should be thoughtful, honorable, kind.

The course of study is a strategic factor in education—it can result in discouragement, unhappiness, failure or in increased interest and high achievement. There is too much dead wood in many courses—let's prune them closely, let's make them interesting, appealing, maybe captivating, but at the same time vital to the interests of the individual and society.

The teaching load never should exceed twenty-five—children need individual encouragement and guidance—each child is a distinct personality. Mass production is out of place in the class room—the parts are not interchangeable.

In this ideal school children are taught to respect the rights of others, to recognize authority, to think cooperatively, to serve, to master their work—and lest we forget they should learn to read a little. Children like to work provided they can see any sense in it—but in numerous cases there is no sense in the work and no magnetism in the teaching process.

School environment is important; it should not savor of madness—too much basketball, yell practice, dancing, assemblies, motion pictures, snake dances. Poor kids, they ought to be constructed like turtles so they could draw their heads in and let the storm roar by—if we are not careful the students will have no strength left to read the funnies.

Good work demands quiet, peace, time—let the school environment afford these—give the students and teachers time to think—and they will reward us with greater achievement, calmer nerves and sounder health.

There is my dream—my ideal school or at least part of it. Let's not worry about the remainder until this installment is well on the road to reality.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

An Ideal School?

I WOULD not have an ideal school in our school system if I could. Someone might well say, "Don't worry, you won't have one." Well, a superintendent's ideal school would have to be a school that would be just the kind of school the superintendent wanted, in every respect, wouldn't it? No, thank you. There are so many things I don't know about schools, teachers, pupils, learning, psychology, philosophy, and the future, that I would not determine if I could just what a school should be and do. I would want other people to have a say in what the school should be and do. There are, however, certain characteristics of a good school which I would like to see as parts of all schools.

An important characteristic of a good school is that, school is for service, not for self. A spirit of cooperation, a happy, cordial attitude toward pupils, and a sympathetic understanding of their problems as the problems of children and adolescents, are characteristics of a good school. These things are important. Many of the things we teach will pass away in time and be forgotten by the boys and girls, but these things that I have mentioned will not lose their influence as the years pass on. They are of the spirit of America.

Surplus of service is a characteristic of a good school. Surplus of service is that part of a teacher's contribution to the welfare of the school system and the pupils therein, which is above and beyond the requirements of the contact with the Board of Education. It is of the spirit rather than of the letter of the law, and the degree of surplus of service rendered by the individual teacher is the measure of the real contribution of that teacher to education. Nothing else counts in this respect because the letter of the contract demands and pays for all the other details of school work.

A good school teaches respect for the opinion of others and is tolerant in regard to many things but is 100% intolerant of any History and Social Science teaching that is not a positive inculcation of love for the United States and a recognition of the fact that no other form of government in the history of the world has done as much for the benefit of mankind as has our own government. A good school teaches and enacts the principles of democracy. It makes democracy a living force for boys and girls in the present and it observes the democratic principles in the relation between teachers and pupils. It recognizes pupils as people.

Winshipisms

There is no democracy possible with an autocratic school committee, board of education or bureau of education. Autocracy at the top never breeds democracy at the bottom.

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Education is preparedness and the Government must make sure that there is preparedness of all the people through education.

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There is no one in the employ of the city, county, or state quite as vital to the community as those who have in their keeping the welfare of the children. The future of America and all her interests are in the hands of those who have the children in their care.

The News Digest
OF EDUCATION IN ACTION

U.N.C. Has School for New World Solidarity

CHAPEL HILL, N.C.—The second winter "summer school" at the University of North Carolina for Latin Americans brought together the heads of the oldest university in the Western Hemisphere and the oldest State University in this North American republic.

These educators are Dr. Virgilio Diaz Ordonez, Rector of the University of Santo Domingo and Dr. Frank Porter Graham, President of the Greater University of North Carolina. The two have engaged in numerous conversations and have "compared notes" more than once.

The 1942 session of the summer school" has taken on added significance, due to the ever-increasing spirit of solidarity being promoted by the home governments of the students represented here.

Alaska Teachers Ask 75 P.C. Pay Raise

PETERSBURG, ALASKA. — Alaska schoolteachers want a 75 per cent increase in wages because of increased living costs. George Beck, President of the Alaska Teachers Association, telegraphed the teachers' appeal for assistance to Washington.

Many instructors are leaving the schools for more lucrative positions, he said.

"Nazi" Salute Banished In Schools

CHARLESTON, W. VA.—West Virginia has decided to have its school children salute the American flag the way grown-ups do because the present classroom salute is "too much like Hitler's." The change was agreed upon by the State Board of Education after a conference with patriotic and educational organizations which had reported complaints from parents.

Current flag-saluting procedure obliges pupils to place their right hands over their hearts, recite the pledge of allegiance, and at the end extend the right arm with palm upward.

This outstretched arm looked too much like the Nazi salute to suit patriotic West Virginians. The citizens' salute—the one prescribed for adults —does not call for stretching out the arm. The hand remains over the heart during the entire recital of the pledge.

COLLEGE TO ADMIT ONLY THOSE NEAR FOOT OF HIGH SCHOOL CLASS

TABOR, IOWA.—A unique college, which will accept only those boys who finish high school in the lowest 25 per cent of their class, has been established in this Southwest Iowa town of less than 1,000 residents. This amazing entrance requirement, setting the educational world topsy-turvy, was created by Dr. Robert Enlow O'Brian, preacher, educator, politician and businessman, the new president of Tabor College.

Dr. O'Brian has always wanted to run a college for the "lower one-fourth" who seldom get invitations to college campuses these days.

Last September the school opened with a dozen students; Dr. O'Brian hopes to add twenty-six each semester, until the maximum of 200, set by the new by-laws, is reached. The course is what Dr. O'Brian describes as the "old liberal arts course, brought up to date." All students must master typing and shorthand, as well as German and Spanish.

English composition is taught as a "remedial" course, stressing correct spelling and use of clear, coherent, proper sentences. Mathematics is of the statistical and accounting varieties. The rest of the course follows traditional liberal arts lines.

Graduates should be able to enter business or industry, Dr. O'Brian feels. He hopes to see them get jobs as private secretaries, shipping clerks and similar positions, and "with the prestige of an A.B. degree and the training of a solid, practical course behind them," he believes they can work up to higher executive posts or to ownership of their own businesses in a few years.

N. Y. Board Will Mark 100th Birthday

NEW YORK.—The 100th anniversary of the establishment of the New helped to develop what is considered York City Board of Education, which the finest and most comprehensive system of public education in the world, will be celebrated from April 13 to 20.

A series of programs on the theme "A Century of Progress in Public Education" will open the week with a flashback to the curriculums, discipline and costumes of the city schools in 1842. Several of the oldest schools in the city will conduct classes as they were 100 years ago, employing the educational opportunities of today and the vast changes that have taken place in educational procedure.

Quicker Degree For Girls Vetoed

BOSTON.—Taking the position that more, rather than less, technical competence and maturity will be required of its graduates during the war and reconstruction periods, Simmons College has definitely rejected the "speed-up" program announced by many colleges and universities as a war emergency measure.

Bancroft Beatley, president of the college, made public a statement of policy to this effect adopted by the faculty at a special meeting, emphasizing at the same time that the college stands ready to modify its stand "whenever it is clear that changes are in the national interest."

SCORNS CLASSICS AS PREPARATION FOR NEW "TERRIFYING WORLD"

WINTER PARK, FLA.—A classical education today is "worse than useless," Dr. Evans Clark, Director of the Twentieth Century Fund, said in urging colleges and universities to produce students who are equipped mentally to survive and succeed in a war-torn world.

"We Americans are tender-minded," he told the annual Rollins College Economics Conference. "One reason for our flabbiness may be that our education gives us too idealized a picture of the world."

A classical education today, he said, "accustoms the mind to a world that is no more, and takes up precious time that had better be spent in learning about the terrifying new world that is upon us—about how it came to be and what we can do to make it fit to live in."

None of the classical and neo-classical languages are as important to the student today as are Spanish and Portuguese, the speaker said. He suggested that they be made compulsory courses in colleges.

"An urgent obligation rests on colleges and universities to produce professionals rather than amateurs," he declared. "Knowledge and judgment to meet the obligations and the crises of ordinary living are not enough. Every well-educated man should be a specialist in something—even if he doesn't go into a profession."

Stories to Calm Children in Raids

NEW YORK. — Columbia University's Teachers College has opened for teachers, civilian defense workers and mothers a course in the technique of telling stories to children during air raids and blackouts.

Association Professor of Speech Magdalene Kramer said "You just tell a story so interesting and so important to the children that they forget everything else that is going on."

Prof. Kramer added it would be the work of another department to teach the teachers how to remain calm.

Buffalo Boys Turn to Knitting

BUFFALO, N.Y.—Boy students at Kenmore High School have taken up knitting to help the Red Cross provide clothing for war victims. The students, ranging from freshmen to seniors, are devoting their idle time to the knitting of wool squares. These squares are turned over to the Red Cross, which sew them into afghans. Some have already been sent to England for use in air raid shelters.

Harvard President Cuts Own Salary

CAMBRIDGE. — Announcement has been made that as part of a general program to reduce administrative expenses at Harvard University, President and Mrs. Conant will move on July 1 from the President's House to the smaller house at number 11 Quincy Street, which was for many years the home of the late Professor George Herbert Palmer. Furthermore, it was announced that at the urgent request of President Conant, the Corporation has agreed to a substantial reduction in the salary of the President of the University, which will become effective on July 1, 1942, to continue throughout the war.

Donald Brace to Head Company

NEW YORK.—The resignation of Alfred Harcourt, president and co-founder with Donald C. Brace of the publishing house of Harcourt, Brace & Co., has been announced. Mr. Brace will become the new head and will continue as treasurer.

Mr. Harcourt entered publishing thirty-eight years ago when, with Mr. Brace, he joined the house of Henry Holt & Co. In 1919 the two men, who had become directors of the firm left to start their own business.

In the present reorganization Dudley Meek of the textbook department becomes secretary, and S. Spencer Scott, head of the company's educational department since 1920, continues as vice president with a designation of general manager.

Students Total 3,000 in Town of 6,400

HAYS, KAS.—Out of the total population of 6,400, 3,000 students and 200 teachers have returned to the dozen educational institutions which make Hays western Kansas' cultural center.

Besides the hundreds of children enrolled in the public schools, hundreds more attend Fort Hays State College, St. Joseph's College and Military Academy, Hays Parochial School for Girls, Catholic High School.

School Opened For Six Pupils

PRUDENCE ISLAND, R.I.—This little island hamlet located in Narragansett Bay, off the Portsmouth shores, and part of the Town of Portsmouth, finally redeemed itself.

By the concerted action of both State and Portsmouth officials, Prudence Island is not going to go down in history as one of those towns without a school.

Following a tour of inspection of the one-room building which parents of last year's four pupils had characterized as so run down that it was unsafe, Dr. James F. Rockett, Director of the Rhode Island State Department of Education, ordered the Portsmouth School Committee of which H. Frank Anthony is Chairman, to reopen the building this Fall.

There are six elementary school pupils on the island this year.

Pupils Get Credit For Church Attendance

OSBORNE, KAN.—Church attendance may earn one of the 16 credits required for graduation from the High School here under a system whereby the pastors of the city pass out church attendance slips which the students may apply on their activity credit.

Osborne schools began this "religion course" in 1927 and have continued the practice ever since.

The emphasis on character building and moral living as the chief aims of the educational program, has led to the closer co-operation of church and school in Osborne. It is felt that since religion is not taught in the school, the attendance at religious services may be recognized for extra-curricular activity, according to school officials.

Co-Education Ends in Mexico

MEXICO, D. F.—Mexican boy and girl students who have shared the camaraderie of co-education in recent years are now isolated and returned to the old-fashioned order of schools for each sex. This is the first step in the conservative reorganization which is taking place here in the whole educational system.

Urges Students To "Toughen Up"

ROCHESTER, N.Y. — To make themselves "tough physically" for the war effort, President Alan Valentine of the University of Rochester urged men students to end "midnight bridge, poker and bull sessions." "It will be our purpose to bring physical conditioning into the lives of the students," Dr. Valentine told a college assembly. "We have become slack and soft. Get to your classes and work your heads off. Don't take time to feel sorry for yourselves. The time has come for you to show yourselves men, not just 'college kids.'"

Practice Democracy Teachers are Warned

BEND, ORE.—Teachers throughout Oregon and the United States have before them the task of living and teaching the principles and ideals of democracy if they are to do the work expected of them. Such was the warning issued to teachers in conference here from all of Oregon's central counties by Rex Putnam, Oregon State Superintendent of schools.

Now Your Pupils Can

LAUGH AND LEARN GRAMMAR

through this really original text which will teach them sentence structure in spite of themselves and exercise their sense of humor at the same time.

Pupils will be *surprised* into reading the explanations and doing the tests and exercises in this book because of their compelling content. Much of this content is based on the amazing and comical adventures of the fabulous Paul Bunyan.

The book covers grammatical material essential at the junior high school level. It is not a handbook, but a humanitarian attempt to present the subject in a palatable manner. *Illustrated with drawings.*

Ask for the **LAUGH AND LEARN GRAMMAR** by Irwin H. Braun.

HARR WAGNER PUBLISHING COMPANY
609 Mission Street
San Francisco, California

UNCLE SAM SENDS FIRST CHECKS TO DEFENSE AREA SCHOOLS

WASHINGTON—First Federal checks for teachers' salaries, books and other operating costs have been forwarded to 25 schools in scattered defense areas from Bath, Maine, to Salinas, Calif.

The checks were distributed under the new defense public works program under which Congress for the first time in history has authorized use of Federal money for actual maintenance and operation of schools. The law specifies that the Federal Government shall keep hands off educational policy even where it pays teachers' salaries and buys textbooks. Selection will be left up to local school officials in whom American tradition has long vested the job of formulating teaching policy. On advice from both Federal and local education officials Congress specified that policy-making should remain in the hands of local school boards.

The first maintenance and operation checks totaled $448,257. Uses will vary with the need of each applicant. They will be used to pay the salaries of additional teachers; to purchase needed books and other supplies; to buy school busses and pay the salaries of drivers, to hire school physicians, nurses and janitors.

Federal funds for school operation were authorized after local school officials in many defense areas testified that their school budgets could not be stretched to take care of thousands of children of defense workers suddenly crowded into their districts. Some indicated that they would be able to discontinue Federal aid when additional fees and taxes become available from new homes.

Wins Degree By Seeing 57 Movies

STATE COLLEGE, PA.—Miss Mildred Hall, of Pennsylvania State College, is probably the only person who ever received a college degree for attending the movies. A student in the graduate school of the institution, Miss Hall did her work in a darkened motion picture theatre. She sat through fifty-seven feature pictures, and then wrote a thesis of almost 300 pages entitled, "A Story of the Dialect of Featured Players in the American Motion Picture," thereby winning for herself the degree of Master of Arts.

Tags Identify School Children

LOS ANGELES. — Vierling Kersey, Los Angeles City Superintendent of Schools, recently ordered that all pupils carry identification tags.

He said school authorities will endeavor to provide tags for older pupils, and advised parents of elementary pupils to make identification tags of cloth with their names and names, addresses and telephone numbers of parents, and sew them in the children's clothing.

Mr. Kersey said schools are prepared to care for children for periods up to 10 days and with the help of parent-teachers associations, up to three weeks, in case of emergency.

English Study Helps Japanese

CAMBRIDGE.—A Harvard University linguist said Japan has at least one advantage over the United States—the ability of a vast number of its military officers to speak English, while only a handful of United States Army and Navy men understand Japanese.

The study of English is compulsory in Japanese schools, while currently only a few hundred American students are studying the language of the enemy, Dr. Raisshauer pointed out. Only eight American colleges offer such courses, he said.

Even with the best of facilities, however, the Harvard teacher declared, only a few students would be able to learn the difficult language. In order to have a working knowledge, he said, the student must memorize at least 3,000 characters, and this would occupy at least a year even if he had an extraordinarily fine visual memory.

Colorado School's Diplomas Solid Silver

FT. MORGAN, COLO.—Perhaps the only school in the world that gives diplomas made of metal instead of the usual sheepskin, is the Colorado School of Mines at Golden, which issues its graduates solid silver diplomas in recognition of Colorado's place as one of the leading silver states.

A SPEED-UP IN SCHOOL, COLLEGE URGED BY COUNCIL OF EDUCATION

WASHINGTON. — The American Council on Education has recommended that the high school and college education of boys and girls of high ability be speeded up so that they can be graduated from college at the age of twenty, it was announced today.

The Planning and Executive Board of the Council, meeting here, adopted the following recommendations:

1. That in view of the provisions of the Selective Service Act, passed by Congress, Dec. 19, 1941, secondary schools and colleges accelerate the educational preparation of students of high ability and performance, in order that as many of them as possible may complete their respective college courses before induction into the armed services at the age of twenty.

2. That accrediting agencies suspend for the period of the emergency any specific requirements of hours, units, or credits which might interfere with such acceleration.

Many high school and college boys are enlisting, and many others are quitting school for jobs at good pay. A sufficient number of young men of high ability must stay in school and college to assure the future supply of physicians, dentists, engineers, chemists and other professional workers, the council declared.

So. Carolina School Costs Summarized

COLUMBIA, S. C.—Approximately 75 per cent of expenditures involved in the operation of State Department of Education goes for the education of white students in South Carolina, that agency has announced, adding that on the basis of an expenditure of $20,700,000, a total of $15,400,000 was expended by white schools and 12 per cent or $2,000,000, was used for negro education.

The largest single item in both white and negro schools was classroom teachers' salaries, it said. The white schools spent $9,000,000 for salaries and the negro schools $2,191,000. The white schools also included in their expense list $292,000 for instruction supplies, $404,000 for fixed charges including insurance, $758,000 for administrative expenses, $1,051,000 for operation and maintenance, $1,100,000 for transportation, and $2,940,000 capital outlay.

Brown to Admit High School Juniors

PROVIDENCE, R. I. — In order to speed the education of youth for its role in national defense, Brown University will admit high school juniors to next year's freshman class, President Henry M. Wriston announced. Pembroke College, Brown's affiliate The same policy will be followed at college for girls.

The plan had been recommended by the American Council on Education to all universities.

Penny Milk For Bay State Pupils

BOSTON.—"Penny milk" for school children will be made available in Massachusetts State-controlled milk marketing areas under a program announced today by the State Milk Control Board.

Massachusetts school authorities wishing to participate in the new program must acquire the consent of the Surplus Marketing Administration and petition the Milk Control Board for a hearing on the need for "penny" milk.

If the Board approves, the students will pay one cent for a bottle of milk, the SMA will pay the dealers the difference between the cent and the bid price, and the milk producer will receive a special price slightly below the prevailing Class 1 price in his area for his share of the milk sold under the plan.

Pupils to Raise "Food for Freedom"

LOS ANGELES.—School children are going to do their bit for defense, too.

With the slogan, "Food for Freedom," Vierling Kersey, Superintendent of Los Angeles schools, has started a four-year production and conservation program designed to increase the food supply and instruct pupils in how to raise and preserve vegetables, fruits and cattle.

Mr. Kersey said he expected that the program would become nationwide. Narbonne and Van Nuys High Schools already have stocked up with a few hogs, cattle, poultry and rabbits as their specialties.

The general plan will include three definite types of food production, animal husbandry, short-term vegetables and long-term berries and fruits. Pupils will be given school credits for their work.

School Plans To Stop Enlistments

BROOKLINE, MASS.—The Brookline School Committee voted recently to establish a junior auxiliary police corps for high school seniors as a measure to keep youths, ranging in age from 18 to 19, from enlisting until after graduation.

This was one of eight steps adopted by the committee as a policy to be used in connection with defense activities in Brookline schools.

The corps will be given an arduous program of training, which will include physical exercises, instruction by Chief of Police James W. Tonri and police sergeants, and training in the use of firearms and in first aid. The students, who are unable to pass a strict physical examination will be used in non-active capacities, Thomas Hines, physical director of Brookline schools said.

Student Union Pledges Fullest Aid

NEW YORK.—Delegates to the Seventh Annual Convention of the American Student Union, representing 50 campuses in the nation, placed themselves completely at the service of the Government "to secure the destruction of Hitler and his partners."

In a message addressed to President Roosevelt, they declared their "readiness to join with millions of fellow Americans in the front lines, in the factories, and in civilian defense" because "as students we realize that the future well-being of our institutions of learning, the pride and property of a dynamic, freedom-loving people, are directly menaced by the Nazi Axis."

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Important Meetings

FEBRUARY, 1942

18-20 — National Vocational Guidance Association. San Francisco.

19-21 — American Orthopsychiatric Association. Detroit, Mich. Helen P. Langer, M.D. Vassar College, Poughkeepsie, N.Y. Publicity Chairman.

21-26 — American Association of School Administrators. San Francisco.

21-26 — The Twenty-Sixth Annual Winter Convention of the National Association of Secondary-School Principals, San Francisco, California. Headquarters, Hotel St. Francis.

26-28—American Association of Junior Colleges. Los Angeles.

MARCH

6-7 — North Texas State Teachers and Secondary-School Principals Association Convention, Dallas, Texas.

13-14 — The Eighteenth Annual Junior-High-School Conerence of The School of Education, New York University at the University.

16-21 — National Hobby Week.

19-20-21 — Progressive Education Association, Kansas City, Missouri.

19-20-21 — Five-State Conferenece, Rural Life and Education, Iowa State Teachers College, Cedar Falls.

APRIL

1-4—Eastern Commercial Teachers Association. Baltimore, Md. Miss Sadie L. Ziegler, Rider College, Trenton, N. J., President.

6-10—Association for Childhood Education. Buffalo, N. Y.

8-10 — Inland Empire Education Association, Spokane, Washington.

15-18—American Association for Health, Physical Education, and Recreation in joint meeting with Southern District Association. Hotel Roosevelt, New Orleans, La.

MAY

1-2—American Council on Education; annual meeting, Washington, D.C.

18-20 — National University Extension Association; annual meeting. State College, Penna.

JUNE

22-27 — American Library Association; 64th Annual Conference. Milwaukee.

28-July 2—National Education Association. Denver, Colorado.

JULY

6-17 — NEA Department of Elementary School Principals; 6th annual conference. University of Colorado, Boulder.

8-10—World Federation of Education Associations, Montreal, Canada.

OCTOBER

2-3 — Pennsylvania Speech Association, Fourth Annual Conference. Harrisburg.

Grins Between Grinds

NOT SO HOT

Dad—Johnny, what is this "60" on your report card?

Johnny—Do you suppose it's the temperature of the schoolroom, Dad?

STILL EARLY

Mother: "Mary, what time is it?"

Mary: "A quarter of twelve."

(Clock strikes three.)

Mother: "Mary, didn't I here the clock strike three?"

Mary: "Yes, Mother, but isn't three a quarter of twelve?"

HE COULD MANAGE

A doctor had an urgent call from the professor who said that his small son had swallowed a fountain pen.

"I'll be there right away," said the doctor, "but what are you doing in the meantime?"

"Using a pencil," came in answer.

NEVER BE MISSED

"My husband is away so much I want a parrot for company. Does this one use rough language?"

"Lady, with this bird in the house you'd never miss your husband!"

A WORKING PHILOSOPHY

One of the family asked their negro cook what was the secret of her calmness and freedom from care. Her reply was thorough and complete:

"Well, h'its disaway wid me. When I works, I works hard. When I sits, I sits loose! An' when Ah stahts to worry, I falls asleep."

HEAP BRAVE INJUN

During a visit out West, President Theodore Roosevelt called on a certain Indian chief and delivered the following admonition:

"It has come to my attention that you have acquired and are supporting five wives. This is against our morals and in flagrant violation of our laws. You will have to get rid of four and be content with one."

The much-married chief, who had listened with rapt attention, replied, "You great white father, and I do what you say, if you do something for me."

"What is that?" Teddy inquired.

"You pick one me keep and go tell other four."

HARD TO UNDERSTAND

Professor—Savage tribes never pay income tax.

Student—Then what makes them so savage?

JUST WAIT

"I 'ear yer old man's gone in the Navy," said Mrs. Bulbus.

"Yes, 'e 'as," replied Mrs. Thinly.

"An' what's 'e a-doin?" said Mrs. Thinly grimly. "E's mine-sweepin', that's what 'e's doin', and 'e'll 'ear a piece of my mind when 'e gets 'is leave. Not in all these years 'as 'e ever took a broom in 'is 'and to 'elp me!"

THEORY MET PRACTICE

A young student of child behavior frequently delivered a lecture called "Ten Commandments for Parents." He married and became a father. The title of the lecture was altered to "Ten Hints for Parents." Another child arrived. The lecture became "Some Suggestions for Parents." A third child was born. The lecturer—so the story goes—stopped lecturing.

IN DISTRESS

He stopped at the corner of the street, gazed into the sky, scratched his chin, and fingered his moustache. Then he fumbled in his pocket, wrinkled his brow, pursed up his lips, and blew his nose.

Then, muttering to himself, he fixed his eyes on the huge electric sign high above the street.

A crowd collected, blocking the pavement and holding up the traffic.

But he was only trying to think what it was his wife had told him not to forget.

Meet These

Secondary Education in American Life

Newer concepts of the whys and wherefores of the secondary school are ably reflected in the volume called "Secondary Education in American Life," by Harold Spears.

The march of events and the march of millions of boys and girls through enlarged high school corridors have combined to necessitate sweeping changes. First, there came a wider choice of courses. Today, there is a complete reshaping of purposes and procedures. Development of boys and girls toward their fullest possible attainment as individuals is seen to be only part of the goal, the other part being the provision of experience in democratic living, the training in the use of rights and responsibilities. How the old academic order is changing in the forward looking schools is told in cogent and convincing fashion in this up-to-date text. Cartoons by the author, as well as numerous charts and tables, help to drive home important points. This work should have great influence upon secondary education and citizenship in the critical decades our country faces.

SECONDARY EDUCATION IN AMERICAN LIFE. By Harold Spears.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

On the Trail to Santa Fe

As a storekeeper's son in a Missouri town in the early 1800's, Jonathan proves but a dull and indifferent clerk. He would rather be hunting and trapping—and when an opportunity comes to him to join a party of traders heading for Mexico alone the Sante Fe trail, he heeds the call of adventure. The story that follows carries this imaginary character, Jonathan, through many exciting incidents such as really took place and were recounted in the diaries of traders. For the famous trail to the Southwest was a pathway of hunger and thirst and of Indians who might prove hostile or friendly.

The narrative is vivid in every detail, and a great amount of authentic information about the time and region are conveyed in a manner to interest teen age readers. The book ends with Jonathan riding back over the trail to win a wager. Can he do it? If only he had his good horse Black Crow to carry him over the last lap!

ON THE TRAIL TO SANTA FE. Hallie Hall Violette and Ada Claire Darby.—Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Our Changing Society

What is behind the various social and economic problems with which we in America find ourselves confronted?

Prof. Paul H. Landis of State College of Washington presents in the new text, "Our Changing Society," a study of what is wrong or troublesome to the American community,—a study that seeks the roots of the difficulty and suggests remedies that are more than palliative.

The change from a rural to an urban way of life, the heterogeneous nature of our population due to streams of immigration, the coming of electric power and the automobile, the passage from an era of waste to one demanding conservation—these and other underlying factors are treated in eight preliminary chapters that give the keynote of the book. Then follow the problems which in so wide a variety, perplex the modern citizen. Finally, there are suggestions on the attitudes and approaches from which progress can be expected.

There is a noteworthy absence of pessimism and destructive criticism. The student of this work is likely to become at once a hopeful and an intelligent recruit in the cause of a better and more satisfying America, its sore spots healed by forethought and wise planning.

OUR CHANGING SOCIETY. Paul H. Landis.—Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Spell to Write

How to awaken in pupils a desire to spell correctly, is a problem that has long puzzled teachers and has caused many different types of spelling texts to be prepared. The new "Spell to Write" series by Trabue and Stevens employs a motivation the quite natural wish of the child to have on hand a stock of well-formed words when he has to write a letter or a story about some given subject within his own experience. There has been a careful choosing of the vocabulary needed to accomplish these ends—with a resultant elimination of many words frequently included in spelling lists. Each week's lesson unit is centered about a topic, such as "Pets" or "Travel." The week's program starts with a motivation period on Monday, and continues with a pre-test on Tuesday, study of the missed or doubtful words on Wednesday and Thursday, and a test on Friday—with suggestion for a storehouse of words whose spelling still remains blurry, so that these can be reviewed and mastered.

The tests are attractively gotten up with many illustrations, and they embody other exceptional or accepted teaching-learning features.

Book One provides for grades two to four, Book Two for five and six, and Book Three for seven and eight.

SPELL TO WRITE. Books I, II, III. (Grades II-VIII) M. R. Trabue and B. A. Stevens.—Evanston, Ill., New York City, San Francisco: Row, Peterson and Company.

Civics in American Life

This attractive and stimulating book has been definitely planned to meet the standards set forth in the Report of the Educational Policies Commission.

Probably the first impression one receives upon taking up this book is that it has an exceptionally fine format. There are 236 illustrations in the volume. It is not exaggerating to say that these pictures are fascinating. To leaf through the book and look at them is a genuinely educational experience. When we come to the text we are immediately impressed with its simple, informal style. A direct, conversational approach provides an unusually effective type of motivation.

Of the seven units but one can be mentioned here. And Unit V will serve our purpose as well as any other. Its title is: "Social Problems—How our Democracy Helps us to Live Happily Together." Under this head are chapters dealing with schools, public safety, public health, social welfare, use of leisure, and civic improvement. The other units are just as rich in suggestion and in educational possibilities.

CIVICS IN AMERICAN LIFE. By James B. Edmonson and Arthur Dondineau.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

New Books

Essentials of Algebra

Professor Hart's "Essentials of Algebra, Second Course" shows algebra "getting warmer" in its search for ground to stand on.

Care in the selection of content has made it possible for Professor Hart to preface each of the fourteen units with a sales talk that lends effective motivation to the student.

Units one to six offer a review of first year algebra that is more than a review, for it introduces new ideas and viewpoints and applies frequent diagnostic tests to discover what parts of the review can be skipped.

There is a general absence of exercises calling for complicated figuring, and a general abundance of those that will serve useful purposes.

With such a text, algebra should make sense to those who study it and remain in many a graduate's tool kit throughout life.

ESSENTIALS OF ALGEBRA — Second Course. Walter W. Hart.—Boston, New York, Chicago, Atlanta, Dallas, San Francisco, London: D. C. Heath and Company.

Music in the High School

Fortunately school music is no longer on the defensive. There is general agreement that it belongs in the curriculum. Still there ought to be a more widespread understanding of the reasons for music in the schools.

So far as the secondary schools are concerned, this matter is fully and admirably presented in early chapters of "Music in the High School" by Harry Robert Wilson. But the book does not stop with the why? It treats in ample detail though without waste of words the *what* and the *how*. Music is a vital part of the life and development of young people. The administrator and the teacher who are convinced of this fact are ready to put the right vigor and enthusiasm into the musical work. And here, between covers of a single volume, is a wealth of well organized material regarding the instruction itself and the administration of the program. Instrumental as well as vocal music is, of course, considered, and no pains have been spared to suggest sources, collections and specific numbers that are suited to high school use. The writer seems to have put all the essentials into a nutshell—or perhaps a seashell.

It is not only a convincing but an exceedingly helpful book for all persons concerned in making a go of music in the grades above the sixth.

MUSIC IN THE HIGH SCHOOL. By Harry Robert Wilson.—New York, Chicago, San Francisco: Silver Burdett Company.

Art as Education

As chairman of the art department of an over-sized urban high school of eight thousand students, what can one hope to do but succumb to tradition, give the old copying exercises, let the mass production continue to produce no individuality and no free expression?

Rosabell MacDonald thought otherwise. From her rebellion against conventional, meaningless ways of teaching art, and her experience in demonstrating that art and life and education can all be fused into a whole for boys and girls as individual, creative beings, now comes a unique and stimulating volume for art teachers, "Art As Education."

The author delves to the roots of educational theory and brings forth treasures of the human spirit that have long been buried by routine methods and courses designed to educate the average child—that never did exist. There is a good chapter on the approach to a newer concept of art as a natural expression of current life as seen through one's own eyes. There are other helpful chapters on teaching art appreciation and various aspects of applied art. The book is illustrated with numerous reproductions of students' work.

If the democratic system is to maintain its principle of "spiritual autonomy" for the individual, here is bright illumination on one way of doing it—through art.

ART AS EDUCATION. Rosabell MacDonald.—New York: Henry Holt and Company.

Kit Carson

At first glance just a handy sized story book, "Kit Carson" by Frank L. Beal, turns out to be a feat of clever educational plotting to corral the reading interest of slow-reading boys and girls. Simple, direct sentences, easy words, a minimum of description and a maximum of adventure and romance are the means used—and the object to be gained is twofold: first, to give practice in reading and thus develop unexpected mastery and skill; and secondly, to implant American history and heroism in the child's mind during the process.

The idea is pedagogically sound. The schools do need more material having adult or at least adolescent appeal to children whose chronological age is ahead of their ability to read. "Kit Carson," "Davy Crockett" and other volumes still in prospect should prove widely helpful.

KIT CARSON. Frank L. Beals.—Chicago: Wheeler Publishing Company.

They Went to College

A powerful job of summing up replies of 951 young adults, former students of the University of Minnesota, has been performed by Dr. C. Robert Pace in "They Went to College." What did the experience do for them? Literally hundreds of questions covering about every conceivable aspect of life, were put to the subjects of this study. The results provide much cause for thought to college authorities. The compiler boils the findings down to two: namely that there is a great deal of complacency and self-centeredness in these former collegians; and that they do not appreciate the interrelatedness of problems. Has their education been badly unified? Has it failed to make of them the happy, worthy and intelligent members of society that a college is supposed to produce? It is to read and ponder.

THEY WENT TO COLLEGE. C. Robert Pace.—Minneapolis: The University of Minnesota Press.

Friends and Neighbors

No doubt part of the difficulty experienced in teaching children to read arises from providing them with too little practice. If material is carefully graded so as to avoid the too frequent introduction of difficult words—and if the subject matter consists of real stories that seem alive and do more than revolve in circles about a pet chicken or a pussycat, the child